DOCUMENT RESUME

ED 189 812 EC 124 543

TITLE Home and School Services for Handicapped Children Ages 0-8. Accomplishment Report, Part II.
INSTITUTION Magnolia School District 14, Ark.
PUB DATE 26 Jun 79
NOTE 20p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Delivery Systems; *Demonstration Programs; *Disabilities; *Early Childhood Education; Handicap Identification; Information Dissemination; Inservice Education; Parent Participation; *Professional Services; *Program Evaluation; Student Evaluation
IDENTIFIERS *Arkansas (Magnolia)

ABSTRACT

The document reports accomplishments of the Home and School Services project serving handicapped children (0 to 8 years old) in the Magnolia (AR) School District. Findings of the evaluation are reported in terms of objectives under the following program components: direct and supplementary services for children's services, parent/family participation, assessment of child's progress, inservice training of project staff, training of personnel from other programs or agencies, demonstraton and dissemination activities, coordination with other agencies, continuation and replication, and spinoff. Among activities reported are providing services to 48 handicapped children, training personnel in such areas as the individual education plan, and disseminating project brochures and booklets to all Bureau of Education for the Handicapped Early Childhood Education project directors throughout the United States. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED189812

HOME AND SCHOOL SERVICES FOR HANDICAPPED CHILDREN AGES 0-8

Part II
Accomplishment Report

Magnolia School District #14
P. O. Box 428
Magnolia, Arkansas 71753

June 26, 1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Louise Phillips
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 124543

Table of Contents

		Page
A.	Direct and Supplementary Services for Children's Services	1
B.	Parent/Family Participation	5
C.	Assessment of Child's Progress	6
D.	Inservice Training of Project Staff	10
E.	Training of Personnel from Other Programs or Agencies	12
F.	Demonstration and Dissemination Activities	12
G.	Coordination With Other Agencies	16
H.	Continuation and Replication	17
I.	Spin-Off	17

FEB 13 1980

Part II. Accomplishment Report

The information in this section of the performance report will be presented by each of the suggested categories as outlined in the Performance Report form, OE 9037-1. The data is taken from the third party evaluation report. Under each category, the program objective will be stated followed by the procedures used to evaluate the extent the objective was achieved and the subsequent results of the evaluation.

A. Direct and Supplementary Services for Children's Services

Objective 1. By the end of the 1978-79 school year, the project staff will have located the unserved and underserved handicapped children, ages 0-8, in the project area as indicated by project records. It is expected that 15 such children will be located, and a roster of such children will be available showing name, place of residence, age, and description of the handicapping condition.

During the year, the project coordinator conducted a number of Child Search activities. As potential project participants were located by various persons, they were referred to the program staff for an interview. If the interview revealed that the child had a handicap and met the eligibility requirement of age, permission was obtained from the parent to have the child evaluated. After the evaluation was completed, an evaluation conference was held with the parents of the child. From this conference a decision was made concerning the child's need for special services. When special services were indicated, permission was obtained from the parent to place the child in the program.

During this project year 64 handicapped children were located, 60 were evaluated, and 48 were enrolled in the program. There were various reasons for not placing located children in the program, such as, ineligibility due to residence, lack of severity of problems, and/or parents' refusal for placement in the program.

Of the 48 children enrolled in the programs, six were unserved children who had received no prior educational services, while 36 were underserved handicapped children. Fifteen of the 48 children were involved in the program last year while 33 were new enrollees. Information about the students placed in the program is shown in Table 1. The data indicate that the desired number of participants was obtained during the 1978-79 school year.

Table 1: THE CHARACTERISTICS OF THE HANDICAPPED CHILDREN INVOLVED IN THE HOME AND SCHOOL PROJECT FOR HANDICAPPED CHILDREN, 0-8

Initial of Child**	Race		Sex		Age	Handicap
	B	W	M	F	Years-Mos.	
L.A.*		X		X	4-9	Speech
S.C.*		X		X	6-11	MR
A.C.*		X		X	4-5	Speech
J.C.*		X	X		5-5	MR
C.D.*		X	X		3-8	Speech
G.H.*		X	X		3-10	Speech
K.P.***		X	X		2-9	Speech
L.S.***		X		X	3-11	MR
C.W.***		X	X		4-6	Speech
R.W.***	X		X		4-10	Speech
H.F.***	X		X		4-0	Speech
J.D.***		X	X		3-8	Speech
J.A.*		X	X		5-11	LD
J.B.		X	X		5-10	MR
F.B.		X	X		5-6	MR
S.B.*	X		X		6-0	MR
E.C.	X			X	5-6	MR
S.C.	X		X		5-1	LD
C.E.	X		X		5-11	MR
E.F.	X		X		5-2	LD
K.F.		X		X	5-2	MR
K.F.		X		X	5-2	MR
E.F.	X			X	5-3	OH
S.G.	X			X	5-9	MR
C.G.*	X		X		6-7	MR
M.G.*	X		X		6-5	MR
S.G.	X			X	5-6	MR
D.H.*	X		X		6-5	MR
S.H.		X	X		5-9	MR
D.J.*		X	X		6-1	OH
L.J.	X		X		5-0	Slow Learner
W.J.	X		X		5-8	MR
H.L.*	X		X		6-8	MR
R.L.					5-2	MR
E.M.	X		X		5-8	Slow Learner
C.M.	X		X		5-3	MR
R.M.	X		X		5-10	Undetermined
D.M.	X		X		5-4	LD
E.M.	X		X		5-8	Speech
F.M.	X			X	5-10	MR
X.P.	X		X		5-1	Slow Learner
J.S.*	X		X		5-6	LD
C.S.	X		X		5-2	MR
S.T.*		X		X	6-1	LD
P.W.	X		X		5-3	LD
S.W.		X	X		5-1	LD
D.Y.	X			X	5-7	Undetermined
M.R.		X	X		5-1	MR

*Located and in program last year
**To maintain confidentiality of the information only the initials of the student will be used
***Unserved children

Objective 2. The project staff will demonstrate ability to develop an assessment record that will show diagnostic and evaluation information on the preschool handicapped children involved in the program or indicated by project records. It is expected that an assessment checklist will show that an assessment report is available on each student and includes measures of academic performance, intellectual skills, adaptive behavior and social functioning, and language assessment.

An assessment checklist was maintained by the project staff which showed the date that each child was assessed in the areas of vision, hearing, intellectual ability, academic and social functioning, and language development. The checklist also noted referrals for specialist care, when needed, and each child's primary handicapping condition.

Objective 3. The project staff will demonstrate ability to develop due process procedures for getting handicapped children evaluated as indicated by a written document. It is expected that the document will contain forms, techniques, and due process procedures used in the referral strategy.

The Special Education Act 102, "Handicapped Children Act of 1973", provides for due process procedures for evaluating and enrolling students in special instructional programs in the public schools. These procedures were followed by the staff of the preschool handicapped program. The extent to which this objective was achieved is shown on the following table which lists the referral procedures and the forms used in carrying out the procedures. Copies of the procedures and forms are found in a program manual in the project coordinator's office. The evaluator feels this objective was achieved as the forms and procedures are available.

Table 2: LIST OF DUE PROCESS FORMS USED BY PROJECT PERSONNEL IN THE REFERRAL PROCESS OF THE PRESCHOOL HANDICAPPED PROGRAM

Referral Procedures	Form Used
Notify parents of child's possible need for special services and request for parent conference	Parent Notification of Referral
Obtain signed document on bith record for permanent school record	Permanent Record Permit to Enter Magnolia Public Schools
Obtain health and family history record of child from parent	Parent Interview Form
Obtain written permission for emergency medical care for child from parent	Permission for Emergency Medical Care

(continued on page 4)

Table 2 (continued)

Referral Procedures	Form Used
Obtain written permission from parent for field trips, testing, use of photos or videotapes	Participation Permission Form
Obtain written permission from parent for release of information on child for use in evaluation and educational planning	Authorization for Release of Information
Notify parents on Evaluation Conference Findings	Parent Notification of Evaluation Conference Findings
Obtain signed documents on evaluation conference decision	Request for Consideration for Special Instructional Services
Obtain parents' written permission for special instruction of child	Parent Permission Form for Instruction
Obtain parents' written permission for testing	Testing Permission Form
Prepare an Individual Education Plan for Child	Individual Education Plan Form
Evaluate Child's Progress	Evaluation Procedures Form

Objective 4. The project staff will demonstrate ability to arrange for each child to have a comprehensive evaluation in a rural area involving a variety of professional specialists as indicated by project records. It is expected that records will show that pediatricians, otologists, psychologists, neurologists, orthopedists, ophthalmologists, and any similarly needed specialists have been involved.

Project records show that children in the program who needed the services of professional specialists were referred as required by their handicapping condition. Referrals were made for psychological testing for 37 students. One child was referred to a foot specialist, one to an otologist, one to a clinical psychologist, one to a spinal chord specialist, and one to the Arkansas Medical Center. This information was shown on project records.

B. Parent/Family Participation

Objective 1. Parents of three and four year old children involved in the program will demonstrate knowledge of techniques for helping their child at home as measured by a feedback questionnaire given at the completion of the training session. It is expected that 70 percent of the parents will achieve the objectives of the training session.

One group training session was held with parents to orient them to the program and to give them information concerning resources available to help handicapped children. At the end of the workshop a feedback questionnaire was given the participants. The results are shown in Table 3.

Table 3: A SUMMARY OF THE RESPONSES ON A FEEDBACK QUESTIONNAIRE AT THE CONCLUSION OF A PARENT MEETING ON HOME AND SCHOOL SERVICES FOR PRESCHOOL HANDICAPPED CHILDREN

		5		4		3		2		1		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. The meeting was:	Very Helpful	5	83			1	17					Not Helpful
2. The presentations and discussions were:	Very Practical	4	66	1	17	1	17					Not Practical
3. Putting the ideas presented into practice will be:	Easy	1	17	2	33	3	50					Difficult
4. The ideas and activities presented were:	Very Interesting	1	17	3	50	2	33					Dull
Totals		11	46	6	25	7	29					

On the questionnaire, the participant rated specific aspects of the training on a scale of 1 to 5 with a rating of five being the most positive response and a rating of 1 as the least positive response. The data in the above table indicate that 71 percent of the responses fell into a rating of the 4 or 5 category. The expected performance was achieved.

The program plans also included training of parents of three and four year old children in techniques for helping their child at home. This training was not conducted on a formal basis; however, teachers did informal training with parents when they came to observe in the classroom, to pick up their children after school, or at the time of IEP's conferences. This activity was not evaluated, so the effectiveness of this type of training cannot be determined.

C. Assessment of Child's Progress 6

Objective 1. Students in the program will improve their development skills as measured by the Learning Accomplishment Profile. It is expected that the students in the program will show a 10 percent mean gain in the number of skills mastered.

The Learning Accomplishment Profile was used to measure the extent that this objective was achieved. The measuring instrument has four subscales: Gross Motor, Fine Motor, Language, and Cognitive. The total of all four subscales was used to measure this objective. The preratings were obtained when the child was officially admitted to the program and the postratings were obtained at the end of the year. Because children were being located all during the year the length of time spent in program activities varied from child to child. Thus the amount of time between the pre and postratings also varied.

At the end of the year when posttests were administered there were 45 children in the program. Three of these enrolled during the year had dropped from the program. Since an additional 3 students had been in the program a very short time they were not posttested. Both pre and posttest scores were available on 42 children. Table 4 summarizes the total Learning Accomplishment Profile scores for these children.

Table 4: THE GAINS MADE BY THE HANDICAPPED CHILDREN IN THE HOME AND SCHOOL SERVICES PROGRAM FOR HANDICAPPED CHILDREN, 0-8

	N	Pretest Total Mean	Posttest Total Mean	Gain	Percent Gain
Prekindergarten	9	140.78	172.44	31.66	22
Kindergarten	33	183.85	218.39	34.54	19
Total	42	174.62	208.55	33.93	19

The information in the above table indicates that the overall gain made in the mastery of developmental skills was approximately 34 or a 19 percent gain. This exceeded the expected criterion stated in the objective. The data also show that the prekindergarten children, on the whole, made a greater percent gain than did the kindergarten children.

Objective 2. The students in the pilot project will improve their language skills as measured by the number of skills mastered on the language subscale of the Learning Accomplishment Profile. It is expected that the mean number of skills mastered by the group at the end of the year will be at least 20 percent higher than the mean number of skills mastered by the group at the beginning of the year.

To measure the extent that Objective 2 was achieved, the Learning Accomplishment Profile was administered as a pretest when the child enrolled in the program. At the end of the school year the same instrument was administered again as a posttest. Pre and post language subscale scores were compared to determine the improvement in language skills. Table 5 presents the test results for preschool children and kindergarten children in the program, and shows test results for the program as a whole.

Table 5: THE GAINS MADE IN SKILLS MASTERED BY THE HANDICAPPED CHILDREN IN THE EARLY CHILDHOOD PROGRAM ON THE LANGUAGE SCALE OF THE LEARNING ACCOMPLISHMENT PROGRAM

	N	Pretest Language Mean	Posttest Language Mean	Gain	Percent of Gain
Prekindergarten	9	30.78	36.22	+5.44	18
Kindergarten	33	31.91	41.15	+9.24	29
Total	42	31.67	40.09	+8.42	27

Information in the above table shows that language skills were improved by 27 percent by the handicapped students in the program. The percentage of gain was greater for kindergarten than for prekindergarten children. This rate of improvement fulfills the criterion set in the objective; thus, the objective was achieved.

Objective 3. The students in the pilot project will improve their motor skills as measured by the number of skills mastered on the gross motor and fine motor subscales of the Learning Accomplishment Profile. It is expected that the mean number of skills mastered by the group at the end of the year will be at least 20 percent higher than the mean number of skills mastered by the group at the beginning of the year.

The gross and fine motor subscales of the Learning Accomplishment Profile were used to measure the achievement of Objective 3. Pretest data yielded the number of skills each child was able to perform upon entry into the program. Posttests provided data on the number of skills each could perform at the end of the school year. Test results on 42 of the 45 children in the Home and School program are shown in Table 6.

Table 6: THE GAINS MADE IN SKILLS MASTERED BY THE HANDICAPPED CHILDREN IN THE HOME AND SCHOOL SERVICES PROGRAM ON THE MOTOR SCALES OF THE LEARNING ACCOMPLISHMENT PROFILE

	N	Pre Motor Mean	Post Motor Mean	Gain	Percent of Gain
Prekindergarten	9	95.56	114.67	+19.11	20
Kindergarten	33	129.06	144.30	+15.24	12
Total	42	121.88	137.95	+16.07	13

Information in Table 6 shows that prekindergarten and kindergarten children improved motor skills while in the Home and School Services program. The mean percent of gain in motor activities was 20 percent for prekindergarten students and 12 for kindergarten students. Overall, the gain was 13 which was less than expected, however, it should be noted that the ceiling of the test was too low for many five-year-old students. They were able to accomplish most tasks on the scale when pretested, having an insufficient number of tasks to learn to attain a 20 percent gain in motor skills on the posttest.

This objective was achieved by prekindergarten students.

Objective 4. The students in the pilot project will improve their social skills as measured by the number of skills mastered mastered on the socialization subscale of the Portage Guide to Early Education. It is expected that the mean number of skills mastered by the group at the end of the year will be at least 20 percent higher than the mean number of skills mastered by the group at the beginning of the year.

The scores on the pre and posttests of the socialization subscale of the Portage Guide to Early Education were compared to measure this objective. Table 7 shows the gain made by the 42 students tested.

Table 7: THE GAINS MADE IN THE SKILLS MASTERED BY THE HANDICAPPED CHILDREN ON THE SOCIAL SCALE OF THE PORTAGE GUIDE TO EARLY EDUCATION

	N	Pretest Mean	Posttest Mean	Gain	Percent of Gain
Prekindergarten	9	10.56	20.44	9.88	94
Kindergarten	33	17.45	23.30	5.85	33
Total	42	15.98	22.69	6.71	42

Data in Table 7 show that the mean posttest score for the whole group was 42 percent higher than the mean pretest score. The prekindergarten students made a far greater percentage of gain than the kindergarten students. The gains for both groups far exceeded the expected level of gain established in the objective.

Objective 5. The students in the pilot project will improve their cognitive skills as measured by the number of skills mastered on the cognitive subscale of the Learning Accomplishment Profile. It is expected that the mean number of skills mastered by the group at the end of the year will be at least 20 percent higher than the mean number of skills mastered by the group at the beginning of the year.

To measure the extent that this objective was achieved the cognitive subscale on the Learning Accomplishment Profile was administered as a pre and posttest. The pretest was administered when the students enrolled in the program and the posttests were administered at the end of the year. Table 8 presents the results for the test scores available on 42 of the 45 children in the program.

Table 8: THE GAINS MADE IN THE SKILLS MASTERED BY THE HANDICAPPED CHILDREN IN THE EARLY CHILDHOOD PROGRAM ON THE COGNITIVE SCALE OF THE LEARNING ACCOMPLISHMENT PROFILE

	N	Pre Cognitive Mean	Post Cognitive Mean	Gain	Percent of Gain
Prekindergarten	9	140.78	172.44	+31.66	22
Kindergarten	33	183.85	218.39	+34.54	19
Total	42	174.62	208.55	+33.93	19

The data in the above table show that both groups of students made a gain in the skills mastered. The percent gain for the group as a whole was 19 percent. The gain made by the prekindergarten students was slightly higher than the gain made by the kindergarten students. The objective was achieved by prekindergarten students.

D. Inservice Training of Project Staff

Objective 1. The project staff and consultants will demonstrate ability to train personnel involved in the model preschool handicapped program as indicated by evaluation summaries of training sessions. It is expected that at least 70 percent of the training objectives will be achieved.

Training activities occurred as needed throughout the project year. The number of staff involved varied according to individual training needs. Because of the small number of staff, the training activities often occurred on a one-to-one basis rather than a group basis. To measure the effectiveness of the training, whether done by the coordinator or by other people, a feedback questionnaire and a followup checklist were developed. At the end of each training session, the teacher completed a questionnaire on the training activities. At the end of the month, the coordinator completed a followup checklist indicating whether the training knowledge was being used. Table 9 shows what training activity was conducted and Tables 10 and 11 show the results of the feedback questionnaires and the followup ratings.

Table 9: A SUMMARY OF THE TRAINING ACTIVITIES CONDUCTED IN THE MAGNOLIA PROJECT, HOME AND SCHOOL SOURCES FOR HANDICAPPED CHILDREN, 0-8

Date of Training	Person Doing Training	Person Being Trained	Training Topics
8-17-78	Evaluator	Staff	Evaluation plan
8-28-78	Spec. Ed. Coordinator	Staff	Individual Educ. Plan
9-18-19-78	Consultant	Staff	LAP Certification
11-28-78	Coordinator	Staff	Midyear Report
1-4-79	Coordinator	Staff	Program Plans for 1979
1-8-79	Coordinator	One Teacher	Scheduling
1-9-79	Coordinator	One Teacher	Recording Gross Motor Test Results
1-10-79	Coordinator	Staff	General Staff Parent Conference
1-11-79	Coordinator	Staff	Curriculum
1-16-79	Speech Therapists	Staff	ITPA
2-22-79	Acting Coordinator	Two Teachers	Schedule for film
2-28-79	Acting Coordinator	One Teacher	Lesson Plans
2-28-79	Director	Staff	Schedule for films
3-7-79	Coordinator	Staff	Curriculum
3-14-79	Coordinator	Staff	Curriculum

Table 10: A SUMMARY OF THE RESPONSES ON A FEEDBACK QUESTIONNAIRE GIVEN TO RECIPIENTS OF TRAINING

Training Question	Response of Trainee							
	Very Well		Well		To Some Extent		Very Little	
	No.	%	No.	%	No.	%	No.	%
1. Did you understand the purpose of the training?	38	78	11	22				
2. Was sufficient information given to you to understand the topic?	16	32	33	66	1	2		
3. Were your questions answered or clarification given?	24	52	20	44	2	4		
4. Do you have knowledge of the topic so that you can now use it in your work?	22	45	23	47	4	8		
Total	100	51	87	45	7	4		

Table 11: A SUMMARY OF FOLLOWUP RATINGS MADE BY THE COORDINATOR ON THE EXTENT STAFF APPLIED TRAINING INFORMATION

Followup Question	Rating							
	Excellent		Good		Fair		Poor	
	No.	%	No.	%	No.	%	No.	%
1. Does trainees actions indicate she had an adequate knowledge of training topic?	22	59	15	41				
2. Is trainee able to apply knowledge in program activities?	23	62	14	38				
Total	45	61	29	39				

The data in the previous tables show that fifteen different training activities were conducted. In four of the training activities, the full staff were being trained while in the other training activities only one or two staff members were receiving the training.

Information in Table 10 shows that most of the time the trainees understood the purpose of the training and questions were answered "very well". Overall 96 percent of the responses fell in either the "very well" or "well" categories.

When the coordinator rated the extent that trainees applied information from training all of the responses to question one and two were either "Excellent" or "Good".

Objective 2. Teachers in the program will produce a curriculum for four-year-old handicapped children. It is expected that this curriculum will include a comprehensive set of behaviorally stated objectives, a description of the scope and sequence of the activities, and the actual materials used by the teacher.

The project staff developed a curriculum for four-year-old handicapped children. The teaching areas included speech and language, cognitive fine and gross motor and self help.

Teaching objectives are behaviorally stated with scope and sequence and materials indicated. A copy of the curriculum is attached.

E. Training of Personnel from Other Programs or Agencies

Workshops were conducted for elementary teachers by the project staff. Information concerning these workshops is presented in the section entitled demonstration and dissemination activities.

F. Demonstration and Dissemination Activities

Objective 1. The staff of the Home and School Services project will demonstrate ability to create awareness of the program as indicated by the number of requests for training workshops and the number of persons involved in the workshops. It is expected that 8 workshops will be held with a total of 250 persons attending the workshops.

Dissemination of information about the project was accomplished through various media. Presentations were made to groups, an open house was held, posters were placed in public buildings throughout the city, and articles were published in the local newspapers.

As a result of dissemination activities, several requests were received for training workshops. As a result training activities were conducted in working with preschool children including the handicapped. The workshops were funded by the project. Information about the workshops is shown in Table 12.

Table 12: TRAINING WORKSHOPS CONDUCTED BY THE HOME AND SCHOOL SERVICES PROJECT

Date	Topic of Workshop	Expertise of Consultant	Where Held	Number Attending
8/10-11/78	Working with Physically Handicapped Children	Occupational Therapist	Magnolia	35
10/10/78	Parent Workshop	Project Staff	Magnolia	12
10/16/78	Movement Education	Professor of Physical Education	El Dorado	11
10/18/78	Movement Education	Professor of Physical Education	Camden	33
10/23/78	Parenting	Social Worker	El Dorado	12
10/30/78	Parenting	Social Worker	Magnolia	12
4/17/79	Movement Workshop	Professor of Physical Education	Texarkana	18
4/18/79	Parenting	Social Worker	Texarkana	10
4/23/79	Movement Education	Professor of Physical Education	Mineral Springs	20
4/25/79	Parenting	Social Worker	Mineral Springs	19
5/12/79	Rhythm Workshop	Music Education	Magnolia	180
Total Number Workshops held = 11 Total Number participants = 362				

Data in the above table show that 11 workshops were conducted with 362 participants in attendance. The numbers of workshops and participants are more than the expected level. The objective was achieved.

Objective 2. The staff of the Home and School Services project will demonstrate ability to train preschool personnel in techniques of teaching the handicapped as indicated in evaluation summaries of training workshops. It is expected that 70 percent of the workshop objectives will be achieved.

The effectiveness of the movement education and parenting workshop listed under Objective 1 were evaluated by administering a criterion referenced test and/or a feedback questionnaire at the conclusion of the session. Results are shown on the following tables. Table 13 reflects the response to the movement education workshops and Table 14 gives similar data on the parenting workshops.

Table 13: A SUMMARY OF THE RESPONSES ON A FEEDBACK QUESTIONNAIRE AT THE CONCLUSION OF MOVEMENT EDUCATION WORKSHOP

		5		4		3		2		1		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. The workshop was:	Very Helpful	59	72	16	20	7	8					Not Helpful
2. The presentation and participation were:	Very Practical	66	80	14	17	2	2					Not Practical
3. The ideas and activities presented were:	Very Interesting	68	83	11	13	3	4					Dull
4. Putting the ideas and activities presented into practice will be:	Easy	27	33	35	43	19	23	1	1			Difficult
Total		220	67	76	23	31	9	1	1			

	Correct Response No.	%
6. Name three basic locomotor movements	36	44
7. What are the two approaches to movement or physical education?	71	87
8. What are the three qualities of movement?	33	40
9. Name two motion activities that can be used with a group.	68	83
10. List several types of equipment that would enhance movement.	81	99
Total	289	70

Table 14: A SUMMARY OF THE RESPONSES ON A FEEDBACK QUESTIONNAIRE AT THE CONCLUSION OF PARENTING WORKSHOP

		5		4		3		2		1		
		No.	%	No.	%	No.	%	No.	%	No.	%	
1. The presentations and discussions were:	Very Practical	32	71	9	20	4	9					Too Theoretical
2. The methods used were:	Excellent	31	60	17	33	4	8					Poor
3. The objectives were:	Clearly Evident	30	58	21	40			1	2			Vague
4. The ideas and activities presented were:	Very Interesting	34	62	18	33	3	5					Dull
5. The work of the leader was:	Excellent	35	67	15	29	2	4					Poor
Total		162	63	80	31	13	5	1	1			

	Correct Responses No.	%
6. When it is suspected that a child has a problem, where is the first place the child should be taken?	39	74
7. Name two agencies where a child can be taken for diagnosis or treatment of a handicap.	43	81
8. Explain a good way to handle a parent who is shy.	38	72
9. What should a teacher do when parents cry during an interview?	46	87
Total	166	78

On measuring instruments that asked workshop participants to rate specific aspects of the training on a scale of 1 to 5, ratings of 5 and 4 were considered positive, 3 was a neutral response, and 2 and 1 ratings were considered negative.

The response to the movement workshops was very positive as 90 percent of the participants rated the items 5 or 4. On the criterion referenced test, 70 percent of the questions were answered correctly. The response to the parenting workshops was also very positive with 94 percent 5 or 4 ratings and correct answers to 78 percent of the questions on the criterion referenced test.

This objective was achieved.

G. Coordination With Other Agencies

Objective 1. The project staff will demonstrate the ability to involve community agencies and groups in locating handicapped preschool children as indicated by project records. It is expected that at least ten different community agencies or groups will provide referrals to the project.

An important element in the effectiveness of the Preschool Handicapped Program was locating the children who could benefit from the services offered by the program. It was felt that community agencies and groups would be likely sources of referrals. Consequently, such groups received orientation to the purposes, target population, and services planned by the project personnel. Table 15 lists the different community groups contacted and the number of times they were contacted and/or they contacted the project staff.

Table 15: THE FREQUENCY OF CONTACTS MADE WITH OR BY VARIOUS COMMUNITY GROUPS TO OBTAIN REFERRALS TO THE EARLY CHILDHOOD HANDICAPPED PROGRAM

Community Group	Number and Percent of Contacts	
	No.	%
Columbia County Health Unit	3	1.7
Arkansas Social Services	2	1.2
South Arkansas Mental Health Center	1	.6
Arkansas Association for Children with Learning Disabilities	2	1.2
Southern Arkansas University	3	1.7
Public School Personnel	4	2.3
Day Care Centers	57	32.9
Churches	53	30.6
Advisory Council	17	9.8
Private Elementary School Personnel	8	.6
TRIACUS	10	5.8
Medical doctors	11	6.4
Hospital	1	.6
Head Start Program	5	2.9
Parents	3	1.7

Total Number of Contacts = 180
Total Number of Groups = 15

The data in Table 15 show that 15 different community groups were contacted for referrals or they contacted the project coordinator to refer children. The total number of contacts was 180. These contacts and referrals plus maintaining children from the 1977-78 program resulted in a total of 64 children being located and/or evaluated and 48 being enrolled.

Objective 2. By the end of the 1978-79 school year, the project staff of the model program will produce a manual outlining the procedures and techniques that can be used in searching and locating unserved and underserved preschool handicapped children in a rural area. It is expected that the Special Education Division Staff in the Arkansas Department of Education will disseminate the manual for use throughout the state.

The manual outlining the procedures and techniques in searching and locating unserved and underserved preschool handicapped children in a rural area has been written and included within a total manual describing the Magnolia Early Childhood Program for the Handicapped. The manual is available in the project director's office. At this time no effort has been made to disseminate the manual through the Special Education Division of the Arkansas Department of Education.

H. Continuation and Replication

Continuation of the program is assured by the Magnolia School District. The district built a building to house the program and will pick up the service model.

Replication will be limited to the sharing of information through (1) presentations at meetings, (2) presentation at workshops, and (3) dissemination of materials developed by the project.

I. Spin-off

1. A State Consortium (Arkansas First Chance Network) of BEH funded programs was organized and has been active in promoting statewide awareness of the need for early identification and remediation of handicaps. The group meets regularly and has been involved in writing the preschool section of the state plan. The project director is a member of the group. Others include a representative of the state department's special education section, and representatives from Head Start, MRDDS, college training programs and others interested in preschool handicapped children.

   The consortium developed a slide film/tape presentation on the four Arkansas BEH programs (Magnolia, Marianna, North Little Rock and Texarkana) for use in state meetings.

2. The project director was appointed a member of a planning commission which met in June 1979 in Nashville, Tennessee, for a conference on projects working with rural handicapped children. This commission functioned in cooperation with WESTAR and TADS.

3. Brochures and booklets developed by the project staff have been disseminated to all BEH Early Childhood Education project directors throughout the United States.

4. As a result of the preschool handicapped program, close relations and communications are maintained between the project staff and receiving kindergarten and first grade teachers. This provides an understanding of individual strengths and weaknesses of handicapped children and insured a continuity of educational plans for these students.